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VOLUME 7 NUMBER 4
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THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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EDITORIAL BOARD 1958-59

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THE EXECUTIVE SECRETARY

An Editorial

The appointment of a full-time Secretary by the C.A.U.T. is an unmistakable indication of the growth and strength of the organization. And a national Secretary, working full time from a permanent headquarters, will give the Association new vigour and a firmer direction than has been possible up to now.

The right choice of a man to fill the position was therefore a matter of first importance. Those who know Dr. J. H. S. Reid of United College personally will have no doubt that the right choice has been made. He brings to the post a wide acquaintance with university life, reputation as a gifted teacher and historian, the ability to inspire trust and affection in his colleagues, and an incisive independence of mind coupled with a power of moderate statement.

During the recent unhappy affair at United College Dr. Reid, just recovered from a dangerous and exhausting illness, displayed under extreme provocation a courage and judiciousness that won the admiration of his friends. The same courage and restraint will now be at the service of the C.A.U.T.

Stewart Reid is of Scottish birth, and was brought up in New Westminster, British Columbia. He graduated from the University of British Columbia in 1929, was a newspaper reporter in Seattle and Portland, Oregon, and a high school teacher in New Westminster. In 1942 he received his Master's degree from the University of British Columbia and in 1944 went to the University of Toronto as an Alexander Mackenzie Fellow in the Department of History. After taking his Ph.D. there in 1946, he served for a year as lecturer in history before coming to United College as Chairman of the Department of History in succession to A. R. M. Lower.

Dr. Reid has held a Rockefeller Travelling Fellowship and a Canadian Government Overseas Award. His pub-

lished works include *The English-Speaking People* (with Edgar McInnis); *Mountains, Men and Rivers,* and *The Origins of the British Labour Party.*

It is to be hoped that his new position, responsible as it is, will not end his writing, or keep him entirely away from teaching.

The C.A.U.T. is fortunate to be able to gain the services of Stewart Reid, and his many friends in academic life wish him well with every confidence.

JUNE MEETINGS IN SASKATOON

The following tentative schedule of CAUT meetings to be held at the University of Saskatchewan will be of interest to many:

Saturday, June 6 — Morning and afternoon, meetings of Executive Council.
Reception tendered by the University of Saskatchewan.
Evening — Open meeting, addressed by Frank H. Underhill, Director of Laurier House, Ottawa, formerly Professor of History at University of Toronto.

Sunday, June 7 — Morning and afternoon, meetings of the Executive Council.
Luncheon tendered by U. of S. to members of Executive Council.
Evening — Annual Business Meeting.

WHO SHOULD DETERMINE UNIVERSITY POLICY?

V. C. Fowke*

This topic is sufficient in scope for a book or series of books and a paper permits comment on only a very few of its main features. The invitation to take part in the discussion gave me a completely free hand but suggested that with Dr. Kimpton speaking from American experience it would be appropriate for me to "express my own viewpoint with regard to things Canadian". That is surely generous and ample freedom, and I am content to accept the suggestion as my terms of reference. The Canadian university and College world, while small in comparison with that of other countries represented here, is nevertheless substantial and rapidly growing; it offers breadth and diversity enough to permit impersonal comment without complete submersion in statistical anonymity. And who does not welcome an invitation, better still a directive, to put forward his own viewpoint frankly? I speak as a member of university faculty, a teacher, researcher and writer, with but slight pretense of administrative experience and no pretensions whatsoever of administrative skill. I class myself as a practising professor and my chief ambition is to be recognized as such by my colleagues.

There are many candidates for the task of determining university policy, some of them obviously irresponsible, even frivolous, others with claims which are difficult but necessary to deny, and only a few which can be recognized as valid. To comment on all would mean saying little about any, and most of the aspirants must therefore be ignored or dismissed with the barest acknowledgement. To narrow the field it is possible to take advantage of a distinction, not perhaps very clearly established but nonetheless pertinent, between internal and external control, and to concentrate upon the former. External control involves the relationship between the university and the public and, since the public as a whole never seeks to dominate the university, it is a question of the public a piece at a time: as public or private source of university funds, as guardians of doctrine or morality, or as self-appointed defenders of political institutions and the established way of life. Relationships with the outside world give rise to some of

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*V. C. Fowke is Professor of Economics at the University of Saskatchewan.

This Paper was delivered at the A.U.B.C. Conference held at McGill University in September 1958. Copyright A.U.B.C. - London.

the most controversial but least debatable questions concerning university government but in the interest of brevity we must ignore them.

Internal control, in contrast, involves the faculty and the administration, the academic body controlling academic matters on the one hand, and the lay body in charge of finance and, according to common constitutional practice in Canada, the ultimate governing authority, on the other. Relationships between these bodies, variously designated but readily recognizable as senates and boards of governors or trustees or regents, are of crucial and decisive importance in determining the nature and quality of a university. Indeed it could be strongly argued that if the senate and the governing board of a university are properly related there need be little cause for concern over the threat of outside interference, while if the relationship between these agencies is unsatisfactory, dominance from without as well as dissolution from within must inevitably result.

A statement of two diametrically opposed concepts will serve as a starting point for consideration of the main issues arising in the control of university policy. The first of these is the idea of a university as a self-governing community of scholars; the second, the view that a university ought properly to be patterned after the modern business corporation. Delegates can no doubt cite from their own experience examples of universities that illustrate both these antipodal concepts in almost ideal form, but the examples will not be found in Canada. For us they appear only as limiting cases to a wide range of possible real-life situations, or, perhaps, as interesting manifestations of things that "cannot happen here". The constitutions of Canadian institutions of higher learning tend, in their written parts, in their Acts of incorporation or charters, to suggest a strong leaning toward the corporation theory but, in practice, in the highly variable and informal "customs of the constitution", which are of such importance in the daily ordering of university life, wide concessions are made to the theory of self determination. The concessions are not sufficient, however, to nullify the effects of the legal documents which prescribe the organs of government and establish their respective spheres of responsibility, with the result that in most if not all Canadian universities, self-government is only partially attained.

Open and rational advocacy of the corporation theory of university government is rare if it exists at all in Canada, and, apart from presenting it as the embodiment of a particular attitude toward the control of higher education, it might seem unnecessary to refer to it

at all. There are those in other countries including the United States, however, who openly espouse this philosophy[1] and this is a matter of serious concern to Canadians because of the analogies which can so readily be drawn between the two neighbouring countries in many aspects of university life.

There is the additional consideration that university affairs are now undergoing such rapid change that attitudes concerning what is fit and proper are far from static. Under great pressure to expand their services, both state and private institutions are forced to make unprecedented demands for money and there is a growing feeling that both must broaden the basis of support, that private institutions must secure more funds from the state and that state universities have the right and obligation to draw more heavily on private donors. University business is inescapably big business and recent discussions in conference and press and over the radio leave a disturbing implication that university affairs must necessarily, therefore, be conducted more and more on big-business principles, with increased emphasis on efficiency and the clear establishment of lines of authority and areas of responsibility, and with a proper and humble respect for the latest pronouncements of management experts. The fear seems to exist that leaders in the Canadian business community will be reluctant to entertain appeals for funds for any enterprise not conducted on "sound" business principles and that the autonomy of teaching and research staff would not likely be regarded by the business community as compatible with such principles. Responsible business leaders and spokesmen in Canada have not, to my knowledge, given any justification for this fear. And this is as it should be, for analogies between business and university government are bound to be misleading. Boards of governors cannot be likened to boards of directors in business enterprise and academic personnel cannot properly be regarded as their employees. Faculty and students, teachers, research workers and writers are the operating part of a university.[2] What they do and how they do it cannot be left to the direction of a lay board no matter how competent and disinterested.

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[1]See George G. Bogert: "Historical Survey of Faculty Participation in the United States", in Institute for Administrative Officers of Higher Institutions, *Proceedings,* ed., John Dale Russell, XVII (University of Chicago Press, 1946), p. 114, as cited by R. M. MacIver, *Academic Freedom in Our Time* (New York: Columbia University Press, 1955), p. 99.

[2]Some would say that faculty and students *are* the university. As long as the corporation concept is categorically rejected, however, it would seem unnecessary to labour fine points of terminology.

The status of university teaching as a profession is notoriously unsatisfactory at the present time and it is rightly contended that higher salaries, while absolutely essential, will not remove all major impediments to the needful improvement in the public's regard for this calling. Among the most prominent of these impediments is the view that academic persons are incompetent to conduct their collective affairs. This view is fully confirmed by university charters as well as by customary usage in many if not all Canadian universities. The range of academic self-determination in Canada is highly variable and, in some institutions extensive, but in few if any are there not some crucial areas of control reserved almost exclusively for consideration and decision by non-academic personnel. Among such *verboten* areas the most common are the allocation of funds, the establishment of direction and priorities in the expansion or contraction of the institution, and the selection of personnel, particularly those charged with administrative or executive authority including especially the principal or president. A community which observes that its scholars are not entrusted with the management of their own affairs is not to be blamed for assuming them to be incapable, while the scholars themselves are not unlikely to accept and reflect the common assessment of their capacity.

Instead of the business corporation, which even — or perhaps particularly — at its best, must be rejected as the ideal instrument for the formation of university policy, the concept of a self-governing community of scholars must be strongly urged as the desirable pattern. Whether or not this is completely attainable is beside the point; it is a question of basic attitudes and direction. It is surely not too abstract or impractical to argue for the fullest possible autonomy for university faculty, if not by way of example, at least as a token of faith in democratic principles. It may be of no great importance whether the manufacture of motor cars or refrigerators or soap, or the operations of a bank or brokerage business, are conducted according to democratic or autocratic processes, but it would be difficult to defend similar indifference regarding the conduct of institutions of higher learning. Such institutions are inescapably operated in full view of the public and under close observation and scrutiny. Protestations of faith in democracy are apt to have a hollow ring when voiced by persons who, in effect, advocate it for everybody's business but their own.

Comments by Professor Corry are applicable to this point with but little modification.[3] The ordinary reasons given for the Anglo-American tradition linking local self-government closely with democracy (namely that the local council provides invaluable elementary training for budding politicians and that the discussion of local affairs enables the mass of citizens the better to grasp broad national issues) might with equal cogency be applied to university government. It is true that members of Canadian universities seldom aspire to render direct service in national or world politics, and are apt to content themselves with participation in internal rather than external affairs, nevertheless few would question the advisability of adding to the meagre store of political awareness in the collective possession of the typical Canadian university faculty.

This, however, is neither the crux of the matter nor the most important of Professor Corry's remarks. The contentions that participation in local government trains budding politicians and educates the mass of citizens "are valid as far as they go", says Professor Corry, "but they are far from revealing the essential link between local self-government and democracy." "Indeed", he continues, "they tend to obscure these links because they tacitly assume that it is the national, and state or provincial, politics alone which really matter in a democracy... We miss the essence of democracy if we think of it mainly as something practised by statesmen in a distant capitol and forget that it consists of an attitude of mind towards, and a method of dealing with, all the stresses and strains of living together in a society. If local quarrels were always settled by discussion at the local level and if local communities put their best into making adjustments that are tolerable to all members of the community, there would be less need to tremble at the mention of dictators... democracy, like charity, begins at home."[4] No university community is too small, and certainly none too large, to accept these comments as relevant to its own affairs.

Admittedly these statements deal with abstractions. What specifically have we in mind with reference to Canadian university policy? Self government cannot be absolute, and short of the absolute it is only a matter of degree. There is no denying that academic personnel in higher education in Canada enjoy an appreciable measure of

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[3] J. A. Corry, *Democratic Government and Politics*, pp. 622-4.
[4] *Ibid.*

autonomy at the worst and a substantial measure at the best. Many will contend that, like the inhabitants of Kansas City, we've gone about as far as we can go. Can it be seriously argued that significant inadequacies remain? I think it can.

Although the typical Canadian university constitution assigns final control to a lay governing body without academic representation, our concern at the moment is with *actual* authority and *actual* participation in policy making. Recent writings on the subject provide two summary statements of eminently reasonable basic conditions for the exercise of academic self government. Sir Eric Ashby (President and Vice-Chancellor of the Queen's University, Belfast) states that the internal conditions of academic freedom or self determination[5] in a university are that the academic staff should have *de facto* control of (1) the admission and examination of students; (2) the curricula for courses of study; (3) the appointment and tenure of office of academic staff; and (4) the allocation of income among the different categories of expenditure. R. M. MacIver (Lieber Professor-Emeritus of Political Philosophy and Sociology at Columbia University), writing on academic freedom, defines basic conditions for good university government. In his opinion these conditions, although fully compatible with the supremacy of governing boards, nevertheless require such boards to accept the following specific limitations on their authority: "(1) They should consult with their faculties in the search for a new president and should in no instance appoint to the office anyone who does not meet with the approval of the teaching staff; (2) they should not make appointments to academic positions or promotions or transfers or dismissals except on the advice of the president, who in turn should previously have consulted the appropriate sectors of the faculty or the faculty as a whole, according to the nature of the appointment; and (3) they should assure their faculties full autonomy over all matters specifically relating to the curriculum, the content of courses, and the conduct of teaching and research".[6]

The differing order of presentation does little to conceal the substantial measure of agreement between these eminent authorities, while

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[5]The title of Sir Eric's paper and other internal evidence indicate that, at this point at least, he speaks of academic freedom as a synonym or near synonym for academic autonomy, self determination or self government. See "Self-Government in Modern British Universities", *Science and Freedom.* A Bulletin of the Committee on Science and Freedom, No. 7, December, 1956, p. 6.

[6]MacIver, *op. cit.,* pp. 73-4, 76.

variations in form and context leave a strong impression that the strikingly similar conclusions were reached through independent investigation and as the result of widely differing kinds of experience. More important perhaps is the certainly that educators will take comfort in the extent to which the prescribed conditions exist throughout the Canadian university world, and many would no doubt rank Canadian universities well to the fore in the category of Commonwealth institutions which, according to Sir Eric Ashby, "when their constitutions are worked wisely ... are able, despite their unpromising framework of government, to function virtually as self-governing societies".[7] Is not the crux of the matter simply that the teaching staff should be permitted to determine who shall teach, whom they shall teach, and what and how they shall teach and examine those who are taught? And is such permission not after all accepted as normal Canadian practice?

Courses of study, examinations and the awarding of degrees and diplomas are so obviously academic in nature that they are left in the hands of Canadian university faculty as a matter of course. And admissions are also, except for the by no means negligible proviso that the public universities at least find it expedient if not necessary to accept the results of matriculation examinations which they neither set nor assess.

There is the much more important proviso arising from the fact that decisions on courses of study inevitably involve finances, that the establishment of new courses, departments or faculties as well as the expansion or contraction of the old, all have budgetary implications. The result is that the teaching staff cannot be said to have autonomy in these matters unless they have an effective voice in the allocation of monies. Professor MacIver does not mention faculty control over university funds as a separate requirement of academic self determination but it may reasonably be inferred that the omission is deliberately made in recognition of the simple fact that there is no clear line of demarkation between academic and financial matters. Sir Eric Ashby regards control over the allocation of funds of sufficient importance to list it separately and describes it as the Achilles' heel of academic autonomy, for, he says, "The academic staff may control admissions, examinations, courses of study, and appointments; yet a lay finance committee, under a lay Honorary Treasurer, might so recommend

[7]Ashby, *op. cit.*, pp. 4-5.

the allocation of funds as to encourage one faculty more than another, or one department more than another, without regard to the wishes of the academic body. The constitutions of modern universities provide no safeguard against this".[8]

There is no denying that some body or person must make final decisions on the allocation of funds or that, scarcities being unavoidable, the decisions arrived at are bound to prove unpalatable to at least some segments of the faculty. It can scarcely be doubted, however, that anything short of a regular procedure for the meeting of minds between teachers and board members on the budgetary allocation of current expenditures and, when the occasion arises, on the formulation of proposals for expansion (or retrenchment), will leave academic autonomy open to serious question. The presentation of departmental and faculty budgets, while indispensable for administrative uses, does not accomplish the purpose envisaged here. The burden of proof lies on those — and there are many of them[9] — who oppose the idea of a finance or budgetary committee jointly representative of the board and faculty. In this as in other matters it can never be assumed that *ex officio* status automatically makes persons genuinely representative.

Reference to personnel directs attention logically to the one remaining condition of self-government listed by both Sir Eric Asby and Professor MacIver, that the faculty should have actual control over the appointment and tenure of academic staff, with a special imperative added by Professor MacIver covering the selection of a president. A creature with a second Achilles' heel may be a rare phenomenon but if control over finances is the first point of acute vulnerability of academic autonomy in Canada, the selection of personnel is surely the second. The concern is not so much over teaching and research staff, although, even here, instances of action in complete disregard for the views of

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[8]*Ibid.*, p. 9.

[9]Samuel P. Capen, Chancellor-Emeritus of the University of Buffalo, says of the United States: "In only a handful of instances has a board allowed an official faculty committee to share in the preparation of the university budget or to participate in any other decision relating to overall financial policy." His opinion and supporting reasons are clear from succeeding sentences: "In my view", he says, "no board that has ever done so deserves to be called enlightened: and for a very simple reason. No faculty committee can divest itself of a partisan interest in decisions involving either budgetary allotments or capital expenditures for new developments." See his paper "Who Should Manage Universities and How?" in *The Management of Universities* by Samuel P. Capen (Buffalo and New York, 1953), p. 17.

relevant sections of the faculty are far from unknown in Canada. These may be rationalized, although not excused, as exceptional but in the selection of administrative officers and particularly the chief executive any necessity for consultation with appropriate segments of the teaching staff is scarcely even admitted. In a study of Canadian university government Professor Rowat of Carleton University remarks that "the suggestion that the faculty should participate in the choice of senior officials would be considered almost impertinent in Canada — though this practice is making rapid progress in the United States".[10] He further reports that, to the best of his knowledge, St. Francis Xavier is the only university in Canada "where the faculty as such participate in the appointment of a university president, or have an opportunity to express their views on his administration through his reappointment".[11]

Charles H. Stewart, Secretary to the University of Edinburgh, visiting Canadian universities a year or so ago, commented as follows: "I was deeply impressed by what I took to be a very real power over his fellows of the [Canadian] Faculty Dean, particularly in relation to appointments, promotions, salary increments, and dismissals. I realize, of course, ... that in many, if not in most, Canadian Universities, the power of the Dean is hedged and limited by various eminently reasonable safeguards. The thing that worried me most, however, was that the Dean, as a rule was not elected by his 'constituents', the members of his own Faculty." In contrast, Mr. Stewart added, "In most British Universities, the office of Dean imposes so much additional responsibility for so little financial reward that few men would wish to undertake it unless at the formally expressed request of a majority of their Faculty."[12]

Samuel P. Capen states that, in order to improve the chances of securing a satisfactory administrative head, boards should clarify their understanding of a president's job and, furthermore, "every board should provide that the nomination of a president should be entrusted jointly to *elected representatives* of the faculty and a committee of the

[10]Donald C. Rowat, "Faculty Participation in Canadian University Government", *Bulletin* of the American Association of University Professors, Vol. 43, No. 3, Autumn, 1957, p. 474.

[11]*Ibid.*, n.

[12]Charles H. Stewart, "The Government of Canadian Universities", *C.A.U.T. Bulletin*, Canadian Association of University Teachers, Vol. 5, No. 2, April, 1957, p. 9.

trustees or [governors]".[13] This view is cited here with full approval and with the addition of italics to the phrase "elected representatives" by way of repeating and emphasizing the precaution against regarding senior officials *ex officio as* representative of university faculty.

The changes advocated to this point are not of a kind to require extensive or cumbersome revision of university Acts or charters, and are to be commended additionally on that score. One further proposal, which you will no doubt have anticipated, would require formal constitutional modification in practically any Canadian university or college that sought to implement it, and that is the proposal for faculty representation on the board of governors. This suggestion has been left to the last partly because it is the most controversial of those put forward but more particularly because, in my view, it is by no means a first or immediately essential step toward a desirable extension of academic self government. Faculty representation on governing boards would nevertheless, in my opinion, be highly desirable and will eventually be taken for granted in Canada. The introduction of the practice ought not, however, to be undertaken lightly, for nominal or insufficient or ill-prepared or improperly-selected faculty representation could only be counted on to do immeasurable harm to the cause of academic self determination.

PROFESSORS UNDER PRESSURE

British professors are required to teach, expected to research, but forced to administer. A correspondent in this field suggests an important reform in university administration

A prerequisite of success for the big programme of university expansion which lies ahead is that some urgent thought must be given to academic organisation. It is too easily assumed that all that is needed to provide more university education is more money, buildings and staff, as though these could be turned on like a tap. No large business organisation would subscribe to this idea, and it is not true of universities either. Some problems have emerged even for universities

[13]Capen, *op. cit.*, p. 20.

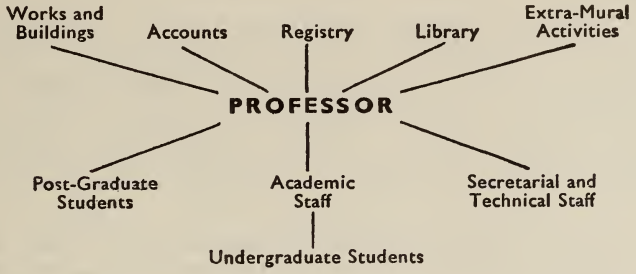
which are decentralised on the college principle, and for the departmentalised provincial universities they have become acute. In the science departments they are most acute of all.

The key units of organisation in provincial universities are the departments, headed by professors; and, unless there are reforms in the structure of command, the pressure of work on professors in expanding departments is soon going to reach breaking point. As an academic member of the university, the professor has undertaken to teach and examine students, and to promote the advancement of his subject by research. As head of his department, he must organise the teaching of his staff, take charge of technical staff (and sometimes of what almost amount to small industrial plants), supervise research, and help to run the university — where a great deal of committee work awaits him on matters arising from the registry, accounts, library, works and buildings and so on. On top of this, for the good of the university and his subject, he will be expected to give public lectures, serve on local committees, inquiries or royal commissions, help to run local societies, and at times appear on radio and television. A glance at the diagram below will show the typical activities of an average science professor.

Before the war the head of a science department could allocate a fair share of his time among all these activities, and still remain the pivot of the whole system. But as this system has broadened, administrative duties have steadily pulled professorial time away from teaching (in the broadest sense of the term) and from research. Research goes first; then contacts with staff and students have to be curtailed; then appearances in the lecture room must be cut; finally all that is seen of the professor is a hurried executive with a brief case flitting between committees. This cannot be otherwise when a department consists of 200 to 300 undergraduates, 20 to 30 academic staff and postgraduate students, 20 or more technical and office staff, an annual maintenance budget of perhaps £5,000 and a postal turnover of 4,000 to 5,000 items a year.

This is only the beginning of it. The government wants student numbers to rise to 136,000 from the present 97,000 by the mid-sixties. (The Association of University Teachers thinks they might rise by some ten thousand more.) Sir Keith Murray, the chairman of the University Grants Committee, has predicted that by the late sixties more than half of these students will be in institutions of over 5,000

members. This will mean that — even if more universities are built — the average department will become still larger. But it also means that over the next ten years professors will have a greatly increased responsi-



bility for dealing with new buildings — science blocks, research laboratories, lecture halls, halls of residence, and the development of "the campus" as a whole. More than £100 million has already been allocated for new buildings. But how quickly can this vast sum be converted into bricks and mortar? If there is not enough professorial time the building programme is bound to be slowed, however much money is made available. For a science building only the head of the department can determine the requirements; the architect must work constantly with him on the plans and supervision of the construction.

This clearly brings to a head the unsolved paradox of university organisation: that the professor is required to teach, expected to research, but forced to administer. University selection committees, true to the traditions of mediæval scholarship, still promote those with the most brilliant research records to the chairs. The ridiculous situation then arises that the more quickly a brilliant man gains a chair, which he might be expected to adorn with notable research achievements, and whence he might influence the intellectual tone of the university, the more quickly he will be sterilised in office work. Many professors — being intelligent men and often very good if reluctant administrators — have sought to save themselves from this fate by delegation. Technical staff and postgraduate students can be made responsible to senior lecturers rather than the professor, for example. But there are limits to this; and the point is now being reached at which it must be asked whether the traditional role of the professor as head of the department does not need reassessment. As the available work has more than filled the professor's available time, assistance is clearly necessary and expansion at the professorial level is obviously indicated. How should this be organised?

Every university department must have an administrative head, who by the nature of the task must be recruited from the academic body; but might not such a head of a large science department now be redesignated "chairman" of that department and relieved of the moral responsibility for teaching and research? This latter responsibility could then be carried firmly by the remaining professor(s), who would set an example for all staff and students. The title "professor" would then be retained to denote scholarship and research ability, and a system of promotion could be re-established which gives a brilliant man prestige and advancement without stopping his vital research activities.

It might be objected, seriously, that the chairman would in time tend to regard professors as subordinates; but this need not (and should not) happen if all salary scales are identical. Sometimes the chosen chairman might be a man particularly adept at administration; sometimes the chairmanship, if desired, might be rotated among the professors in any one department. (Professors already take turns at being dean of their faculty, on top of all their existing duties, so that the precedent already exists.) Surely, too, any head of a science department, however titled, faced with planning and equipping buildings costing up to £500,000, ought to be relieved of other duties until the development is complete?

Britain's new enlarged universities are going to require new organisational structures, both academic and administrative. Yet little thought appears to have been given to this vital aspect of university expansion. So far they have, like Topsy, "just growed," and the expansion from 50,000 students in 1939 to 97,000 in 1958 has been achieved by the unacknowledged and unrewarded labours of a silent band of key personnel from the professorate. Many from this small group now work twice as hard as before the war for a salary of two-thirds the purchasing power. Will they be prepared to work three times as hard by 1965 for a salary perhaps half the value of the 1939 rate for the job? If those responsible fail to face the issue of relating the university's function to its optimum size, and its organisation to its function, the expansion programme could be a flop. The worst flop and danger of all would be if the enlarged universities in fact ceased to be universities at all, either in terms of higher education or output of research.

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REPORT ON THE TENTH UNIVERSITY CONFERENCE OF THE I.A.U.P.L.

Enid G. Goldstine*

The Tenth University Conference of the International Association of University Professors and Lecturers was held in Brussels from September 1st to September 6th, 1958 within the cultural and scientific programme of the Brussels Universal and International Exhibition. The theme of the Exhibition, "A view of the world towards the growth of a greater humanism throughout the world", proved a particularly apt one for the conference as well. The formal inaugural session of the conference was held in the small Auditorium of the Exhibition grounds and all other meetings took place in the buildings of the Free University of Brussels with the President of the I.A.U.P.L., Professor Richard Kerschagl of Austria, in the chair. Delegates and observers from over thirty countries attended, with western Europe and the United Kingdom most widely represented.

Two topics had been proposed to the general membership for particular consideration and reports were presented by various national groups and individual members, after which the meetings were thrown open for discussion. The first of these topics: "The place of the Universities in training for entrance to professional and technical careers; and the relations of the universities in this regard with technical colleges and other institutions of higher education" was treated in papers submitted by Italian, Belgian and Yugoslovian colleagues. It appears that the European practice of separating technical schools from universities has created numerous serious problems which, university professors felt, can be solved only by bringing these two groups much closer together and possibly even by associating the technical institutes with the universities. Similarly, the systems employed for training students for professional careers, such as Law, are many of them antiquated and ineffective in our modern civilization and plans were suggested whereby whole course programmes and even the ultimate goals of professional training were questioned and revised. However, from our North American point of view, interesting as much of this information proved to be, and inferior as it made us

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feel in many respects, the actual solutions proposed were not extremely helpful, since the situations they hoped to remedy were so different from those prevailing on our continent.

The second topic on the agenda aroused a good deal of interest and virtually all countries attending followed up the formal reports of professors from Italy, Austria, Belgium, the United States, India, Mongolia, Yugoslavia and the U.S.S.R. with accounts of their universities' policies and problems in matters of staff recruitment. The topic itself, "The recruitment of university professors and lecturers in numbers sufficient to meet the unexpected expansion of universities in some countries, and the present shortage of qualified teaching and research personnel in others; together with the necessity of maintaining academic and economic standards under the new conditions" sounded exactly like a subject which our national organization might have chosen for discussion and study. But the fact that a much smaller percentage of European high school students goes on to University, that Universities are almost totally state-subsidized and that both training for and nomination to academic posts follow a very different pattern led, most naturally, to suggested amendments which could have no direct bearing on our national situation. On the other hand, however, the discussion made us very much aware that certain features of European higher education might well be wisely copied in our own institutions.

At the final general meeting of the series, matters affecting the future policy of the I.A.U.P.L. were discussed and delegates were asked to bring forward suggestions for the 1960 Conference which will be held in London. Topics such as "The place, function and nature of post-graduate studies and the doctorate in Universities in various countries" and "The relationship between secondary schools and Universities" were proposed but, more important than the choice of a topic, would be to have the topics seriously studied by various national Associations whose delegates could then present the official viewpoints of their membership. As far as we are concerned, such conferences can have but little effect unless the member countries also study the reports presented and take a positive stand on each of the topics. Results could then be formulated and presented to the delegates of the next ensuing conference in the form of resolutions which, if accepted, would form the basis of a universally-accepted I.A.U.P.L. policy, in some if not all fields of mutual endeavour.

Members of the Central Council and official delegates of national groups convened on the final day of the Conference to elect a new Executive Committee. Profesor Shryock of the United States was elected President of the I.A.U.P.L. for the coming biennium and Professors Kerschagl (Austria), de Raeymaeker (Belgium), Vito (Italy), Feltentraeger (Germany), Gurman (Turkey), Niklaus (United Kingdom), Plaizier (Netherlands) and Courty (France) were elected to the Executive which then co-opted Professors Eisenmann (France) and Tin Htoo (Burma) to complete its numbers. Professor Glaser of Belgium was named first Vice-President and Professor Fletcher of the United Kingdom will continue in his post as Honorary Secretary General. It is to be hoped that the next two years will see the I.A.U.P.L. in a much stronger position, financially speaking, so that the publication of *Communications* will be resumed. It is also to be hoped that the various suggestions which were so warmly supported at this convention will be acted upon by the time the members reconvene in 1960.

NEEDED INCOME TAX ACT AMENDMENTS

K. F. Byrd, D. R. Patton and A. R. Marshall*

There are certain particular respects in which the university teacher is, by the very nature of his vocation, almost sure to incur expenses which, while they necessarily result from the exercise of his profession, are not at present allowed as deductions from his salaried income for income tax purposes. The mere fact that university teachers are so constantly seeking allowance for these expenses is a measure of their belief that every consideration of equity indicates the justice of their claim.

The areas in question are:

(1) Expenses necessarily incurred in undertaking summer school or similar work away from the campus of the employer university;

(2) Costs of attending conventions which university teachers are expected and urged to attend each year;

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(3) Depreciation of library books, the essential tools by which the university teacher keeps alive his ability to train others and conduct his own research work.
(4) The costs of obtaining additional educational qualifications or undertaking research work.

Income from Employment

The university teacher's prevention from deducting expenses from his income, for tax purposes, is based on the fact that he derives his income from employment. By the very nature of his profession as a teacher he can, except in the case of teachers in professional subjects such as engineering, law and accountancy, only exercise his profession as an employee. He cannot practise on his own. As to the justification for the general prohibition against deducting expenses from employment income, for income tax purposes, one authority[1] says: "The apparent justification for this departure from the principle of taxing net income rests on the fact that the vast majority of income tax-payers are receiving income from offices and employments. From an administrative standpoint it is virtually impossible to review the income computations of such a numerous and varied category of taxpayers. Moreover, in the vast majority of cases, the common law view of net income from an office or an employment would be substantially equal to the full amount of the salary or other fixed remuneration received therefrom".

It has to be recognised, therefore, first that the refusal to allow the deduction of expenses is a definite departure from the principle of taxing net income and, secondly, that expediency lies behind the refusal, (a) because it is administratively not feasible to make specific provisions for a multiplicity of different categories of taxpayers and (b) because, for the vast majority, there are no expenses which the common law view of income would regard as deductible. Bearing this in mind, the areas in which the position of university teachers merits special consideration, as being far removed from the circumstances of the generality of taxpayers, will now be examined in detail.

Summer School Work

It is at present possible for a teacher to reduce his income tax assessment by bargaining, in advance, with an institution for which

[1]La Brie: "Introduction to Income Tax Law, Canada", 1st edn. 1955, page 47.

he undertakes summer school teaching, as to the manner in which he is to be paid his fees. The mere fact that this is possible, without any change in the taxpayer's receipts, is evidence of the inequity of the present situation.

To take a specific case, a professor who travelled from Newfoundland to Saskatchewan to give a course of university lectures in the summer was not allowed to deduct anything from the teaching fees received in respect of his heavy travelling and living expenses, though the living expenses were duplicating the costs of maintaining his home in Newfoundland. Apparently, had he arranged in advance for the university to pay him (a) a cheque reimbursing his travelling expenses, (b) a cheque for the balance represented by the excess of his fees over his travelling costs in Saskatchewan, he would automatically have been assessed for income tax only on his income under (b). Clearly, it is not equitable that a taxpayer who knows nothing about taxation should be expected to anticipate such a situation. Also, the deductibility of the expense should not be dependent on the university's willingness to apportion the fees which it is paying.

A recent innovation introduced into the Income Tax Act gives hope that special consideration might well be given to university teachers who do such summer school work away from home. Section 5 (2) was added to the Act in 1957 for the express purpose of safeguarding the interests of contruction workers engaged on a construction site too far from their home for reasonable commuting. In such circumstances the worker is permitted to deduct from his employment income (a) his board and living expenses at the construction site, (if he is there for not less than 36 hours and maintains a self-contained domestic establishment elsewhere, supporting therein his wife or another dependent relative), and (b) the transport costs of getting from his ordinary residence to the construction site, if it is not reasonably possible for him to commute daily between his home and the site. The cases of the construction worker and the summer school teacher are not parallel, it is true. For the construction worker travels to and lives at the construction site, while working for his one employer, but the teacher travels to the summer school to serve a new employer while still in the service of his main employer. Nevertheless the university teacher who has to maintain his family at home while he is teaching in a summer school, or the teacher without dependents who has to pay heavy travelling expenses to get to the summer school, sees no essential

difference. Would he be allowed the expense if the summer school were run by his own university away from the main campus?

Costs of Attending Convention

Every professional man who wishes to keep himself to the fore in his profession feels it necessary to attend conventions, called specifically to deal with matters of current interest and importance for his professional work. The professional man who is in practice, as a doctor, lawyer, chartered accountant, etc., is allowed to charge against his professional income the costs of attending a maximum of two conventions per year. But some of these professional men may be in employment and not practising on their own. In such cases their convention expenses are frequently paid by the employer, who is allowed deduction of such costs from his professional income. The university teacher is a professional man who, by the very nature of his profession, is almost bound to be in employment, for he cannot practise as a one-man university, or in partnership with other professions. Some university teachers, in subjects such as engineering, law and accountancy, may at present find that, in a year when they have income from special consultation fees, they are allowed to deduct convention costs from such fees whereas, in years when their whole income is from university employment, they are allowed no such deduction.

Such a situation is so patently unjust as urgently to call for remedy. It is submitted that a university professor of English, for example, who may by the nature of his subject have no chance of fees from consultation work and who, as already stated, is a professional man who is almost bound to be in employment, should be allowed the costs of attending his two conventions like any other professional man in practice.

In the United States an employee may deduct travelling expenses incurred "while away from home". Such travelling expenses include those involved in attending conventions related to the taxpayer's business, even though he is an employee (C.C.H. Federal Tax Guide, page 2429). Other convention expenses are apparently also deductible by the employee. (Ibid. page 2468).

Library Books

These are the indispensable tools of a university teacher. He cannot do without them and they very rapidly depreciate. A good teacher

will be constantly replacing his books or adding to them. In any case a fair percentage of his employment income will certainly be spent on them.

In the United States it appears that the cost of technical books required and purchased by teachers for use in their work is treated as a capital cost expenditure, subject to an allowance for depreciation. As a taxpayer in employment, however, the university teacher in Canada is allowed no deduction for depreciation of his library.

It must again be emphasized that, in the case of University teachers of English and such non-technical subjects, there is no possibility of self-employment, yet this does not affect the absolute necessity for acquiring books as the tools of the teaching profession. An allowance for depreciation of such books at 100% per annum would seem to be an urgent necessity for the university teacher, on a par with the depreciation of dies, moulds and other rapidly depreciating assets in the case of an industrial taxpayer.

Costs of obtaining Additional Education Qualifications and of Research

An indication of the growing liberalisation of the attitude of the Federal Income Tax authorities in the United States is afforded by a new Treasury rule which removes the distinction previously drawn between self-employed persons and employees in claiming income tax deductions for educational courses. Expenditures are now deductible if undertaken primarily for the purpose of maintaining or improving skills required by a taxpayer in his occupation, or to meet the express requirements of the taxpayer's employer. (The Journal of Accountancy, May 1958, pages 11 and 12). Here is a type of expense which the university teacher, particularly towards the beginning of his career, is most likely to incur. Costs allowed in the United States include the expenses of attending a summer school, including costs of tuition, board and lodging, books and transport, where the teacher is required to take summer courses in order to keep his teaching post. The costs of undertaking research work connected with the university teacher's specialisation seem to fall under the same category.

It is urged, then, that the cases specified above represent at present obvious departures from the rule that expenses necessarily incurred in the earning of income are deductible in calculating income for federal tax purposes. The Income Tax Act should, therefore, be amended specifically to allow deduction of the expenses incurred by an employee in the performance of his duties as a university teacher.

THE COLLEGE TEACHING PROBLEM: AN ACKNOWLEDGEMENT

The editors of the C.A.U.T. *Bulletin* gratefully acknowledge a communication from Mr. R. D. Mitchener, Chief of the Higher Education Section of the Education Division, Dominion Bureau of Statistics, and wish space were available to give in greater detail his comments and suggestions. Mr. Mitchener is among those who recognize and deprecate the frequent lack of balance, in teaching, between thorough knowledge of a special field of science or learning and the practical capacity for imparting that knowledge to students in ways that can fairly be considered admirable. As he put it to one of his colleagues who felt unhappy that university teachers nowadays often receive less pay than unskilled workers, perhaps the teachers themselves are too often unskilled workers.

In any event, Mr. Mitchener found the material relating to the college teaching problem which appeared in the C.A.U.T. *Bulletin* of April, 1958, well worth pondering; and later on he enrolled in a summer course at New York University which impressed him as a helpful practical effort to cope with the problem. N. Y. U., incidentally, is not unique among American universities in recognizing the need for such courses (in both summer and winter sessions), with a keen awareness that the educational problems of colleges and graduate schools will soon be intensified everywhere by the great increase of students seeking higher education. The summer course elected by Mr. Mitchener was especially designed for persons "currently engaged in college teaching" who must face the formidable prospect of the years ahead, and who wish to see it more clearly, and make themselves more ready and competent in their profession.

The prevalent assumption which operates in the making of Canadian university appointments and in the common practice of teaching is that specialized learning in a field of knowledge confers on its possessor all he needs to know about the art of teaching—i.e. the art of *communicating* his knowledge and of serving as a whetstone and incitement to intellectual curiosity. No similar courses to the one Mr. Mitchener found in New York are available here in Canada. "In few professional fields," as he observes, "are persons so frequently appointed without having acquired the specific professional skills, or without being given some instructions in these skills afterwards...

An internship can be just as important for a college teacher as for a doctor . . . It might be too much to expect that one or more courses in college teaching be . . . at least *offered* to all graduate students (who may look forward to a career of teaching). At New York University . . . and at several other American institutions, a graduate student may take such courses, and indeed may take an advanced degree programme in college teaching while still taking work in his major field. Work may also be taken in university administration and in courses relating to the work and problems of institutions of higher education."

In the meantime, while there is so little opportunity or perhaps inclination to undertake such work in Canada, the teacher who realizes that he has much to be modest about as a practical professional man can take a hint or two from the "do-it-yourself" amateurs of the home workshops. He can find help in books and manuals, even if he cannot afford money and time for sessions across the border. One such book recommended by Mr. Mitchener is *A Handbook for College Teachers,* edited by Bernice Brown Cronkhite, which was based on extracurricular lectures given at Radcliffe and Harvard. Such a book, as Mr. Mitchener urges, may prove invaluable to young teachers or graduate students, in opening their eyes to good method in the class room as well as to the broader aspects and relations of educational work in our civilization. Along with the practical usefulness of the book on the plane of technical method, the reader is enabled to share a keen sense of the general cooperative enterprise in a true community of scholars, the dimensions, dignity, and value of the vocation to which he is committing himself.

It may be questioned, however, whether books and self-cultivation in the art of teaching will provide a fully satisfactory answer to the problem. In our country, there are particular human problems (e.g. inertia, misgivings) and geographical problems too (if, for example, we find that practical instruction in college teaching could be afforded only by one institution, or a few). In any event, the matter deserves careful consideration. A generally higher standard of teaching ability seems very desirable, perhaps indispensable, to meet the demands of the coming years; and accordingly, it may become a recognized responsibility not only of university administration but of the teaching profession itself.

The editors of the *Bulletin* wish that more of our readers felt the impulse to report their sentiments and convictions as Mr. Mitchener

has done, whatever their point of view. It is likely that they could add a good deal to the interest and value of our publication.

The following list of readings is subjoined to Mr. Mitchener's letter:

Cronkhite, Bernice Brown, *A Handbook for College Teachers.* Cambridge: Harvard University Press, 1950. xi, 272.

Dobbins, Charles E., *Expanding Resources for College Teaching.* Washington: American Council on Education, 1956. ix, 137

Justman, Joseph and Mais, Walter, H. *College Teaching—Its Practice and Its Potential.* New York: Harper & Brothers, 1956. viii, 257.

Tead, Ordway, *College Teaching and College Learning.* New Haven: Yale University Press, 1949. vii, 56.

DECLARATION DE PRINCIPES SUR LA LIBERTE ACADEMIQUE ET LA PERMANENCE

traduit par Pierre Dansereau

Déclaration de principes de 1940 appuyée par l'American Association of University Professors et l'Association of American Colleges, et légèrement modifiée par la Canadian Association of University Teachers.

Le but de cette déclaration est de promouvoir dans le grand public la compréhension et le soutien de la liberté académique et de la permanence de l'emploi par un accord sur des procédures qui les garantissent dans les collèges et universités. Les institutions d'enseignement supérieur sont orientées en vue du bien commun et non pas de l'intérêt personnel du professeur ni de l'institution dans son ensemble. Le bien commun dépend de la libre recherche de la vérité, et de sa libre expression.

La liberté académique est essentielle à ces fins et s'applique et à l'enseignement et à la recherche. La liberté dans la recherche est à l'origine des progrès de la vérité. La liberté académique sous l'angle de l'enseignement est indispensable à la protection des droits du pro-

fesseur dans son enseignement et de l'étudiant dans sa faculté d'apprendre. Elle comporte des devoirs qui font pendant aux droits.

La permanence de l'emploi est un moyen d'atteindre certaines fins, notamment: (1) la liberté d'enseignement et de recherche et d'activités extramurales, et (2) un degré suffisant de sécurité économique pour rendre la profession attrayante aux hommes et aux femmes de talent. La liberté et la sécurité économiques, donc la permanence de l'emploi, sont indispensables au succès d'une institution dans l'accomplissement de ses obligations envers la société.

Liberté académique

(a) Le professeur a droit à sa pleine liberté dans la recherche et la publication de ses résultats, pourvu que ses autres obligations académiques soient remplies adéquatement; mais la recherche rémunérée devrait faire le sujet d'une entente particulière avec les autorités de l'institution.

(b) Le professeur a droit à la liberté dans sa salle de cours en discutant sa matière, mais il devrait prendre soin de ne pas introduire dans son enseignement des données controversées sans rapport avec le sujet enseigné. Les restrictions à la liberté académique dues aux objectifs religieux ou autres de l'institution devraient être clairement stipulées par écrit au moment de l'engagement.

(c) Le professeur de collège ou d'université est un citoyen, un membre d'une profession savante, et un officier d'une institution d'éducation. Quand il parle ou écrit comme citoyen, il devrait être libre de la censure ou de la discipline institutionnelles; mais sa position particulière dans la communauté lui impose certaines obligations. Comme homme de science et comme officier d'éducation, il devrait se rappeler que le public peut juger sa profession et son institution d'après ses déclarations. Il se doit, par conséquent, en tout temps d'être exact, d'user de la réserve convenable, de manifester du respect pour l'opinion des autres et de ne rien ménager pour manifester qu'il ne parle pas au nom de l'institution.

Permanence académique

A la fin d'une période de probation, les professeurs ou les chercheurs devraient être assurés d'un emploi permanent ou ininterrompu et n'être remerciés que pour une cause adéquate, sauf dans le cas de la retraite à cause de l'âge ou sauf encore, dans des circonstances extraordinaires, à cause d'exigences financières.

Dans l'interprétation de ce principe, il est convenu que les pratiques suivantes représentent une procédure académique acceptable.

(1) Les stipulations et conditions précises de l'engagement devraient être exposées par écrit et se trouver en la possession de l'institution et du professeur avant que la nomination ne soit faite.

(2) A partir d'un engagement à plein temps comme chargé de cours ou à un rang supérieur, la période de probation ne devrait pas dépasser sept ans. Pendant la période de probation un avis devrait être donné au moins trois mois avant l'expiration de l'engagement.

(3) Durant la période de probation le professeur doit bénéficier de la même liberté académique que tous les autres membres de la faculté.

(4) La terminaison pour cause d'une nomination à titre permanent ou le renvoi pour cause d'un professeur avant l'expiration d'un engagement à terme, devraient, sur demande, être considérés et par un comité des professeurs et par le conseil de direction de l'institution. Dans tous les cas le professeur accusé devrait être informé par écrit des accusations qui pèsent contre lui, et là où les faits sont contestés, il devrait avoir l'occasion d'être entendu pour sa propre défense par tous les corps qui sont appelés à juger son cas. Lors de ces audiences, il devrait lui être permis de se faire accompagner d'un aviseur de son propre choix qui pourra lui servir de conseil. Une transcription sténographique complète de l'audience devrait être mise à la disposition de toutes les parties en cause. Dans l'audition des accusations d'incompétence le témoignage devrait comprendre celui du professeur et autres savants de sa propre institution ou d'autres institutions. Les professeurs engagés en permanence qui sont renvoyés pour des raisons autres que la turpitude morale devraient continuer à toucher leurs salaires pendant au moins un an à partir de la date de l'avis de congé, qu'ils continuent ou non d'accomplir leurs fonctions dans l'institution.

(5) La terminaison d'un engagement permanent pour cause d'exigences financières devrait être de bonne foi démontrable.

THE TIME LAG IN OBTAINING ADVANCED DEGREES

R. D. Mitchener*

According to figures in the Dominion Bureau of Statistics publication *Salaries and Qualifications of Teachers in Universities and Colleges, 1957-1958,* the doctorate is the degree most commonly held by full-time teaching staff at Canadian universities. In view of the present concern over the recruitment of staff to meet the rising student enrolment, and the apparent shortage of persons who are expected to graduate with doctorates in the near future, several proposals have been made as to ways in which this shortage may be overcome.[1] The problem seems intensified by the fact that while the student population is now being drawn from age groups swollen by the high birth rates of the late war years, the teachers are being recruited from an older and smaller age group which did not attend college in such large numbers.

The following is a limited analysis of the time taken by present teaching staff to obtain advanced earned degrees, based on material gathered by D.B.S. for the 1958-59 salary report. It points out one aspect of the problem of securing fully qualified staff.

Hand tabulations of the number of years elapsed between the awarding of the first degree and the highest earned degree were made for the teaching staff of 42 of the 59 institutions included in the current survey. The 42 were representative of the total group. As noted in the table, half of the staff with doctorates had not earned that degree until seven years after they had received their first degree. For those whose highest degree was the master, or *license,* the corresponding time interval was four years. About one-quarter of both groups apparently earned their degrees by full-time study immediately following receipt of their first degree (assuming one or two years for the master and three or four for the doctorate). The other three-quarters either did not begin, or did not complete, all work in the period immediately following receipt of the first degree. It will be noted that one-quarter

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[1]See, for example, the 1958 *Proceedings* of the National Conference of Canadian Universities, pp. 52-67.

of those with master's degrees took eight or more years from the receipt of the first degree to the awarding of the advanced degree, while one-quarter of those with doctorates took over ten years, measured in the same way, to earn them.

TABLE 1

Years elapsed between the awarding of the first degree and the highest earned degree for a sample of Canadian university and college full-time teaching staff, 1958-59

Number of years after award of first degree	*Cumulative percentage of staff with highest degree earned after each specified year*	
	Master or licence	*Doctorate*
	%	%
0	2.9	1.1
1	14.4	1.8
2	31.6	4.0
3	41.7	13.8
4	51.7	26.7
5	60.4	37.2
6	68.4	47.3
7	75.4	55.3
8	79.5	62.0
9	83.0	67.8
10	86.0	73.0
15	94.5	89.0
20	98.1	96.0
Number of persons included	1,198	1,532
Range of years in sample	0-38	0-33

It would seem to follow that if an advanced degree is preferred for teaching posts, and if the expected staff shortage is to be in part remedied through attracting young graduates, attempts might be made to reduce the time lag. Some of these attempts could be greater fellowship aid; hiring of persons without all advanced degree requirements; and provision of graduate courses with, equally as important, time both to take them and to complete thesis requirements.

Median Salaries of Teachers in Universities and Colleges, 1958-59.

The following table (derived from DBS Daily Bulletin March 2 1959) is based upon returns from 55 institutions covering basic annual salary rates at Nov. 1 1958.[3]

	Deans	*Profs*	*Assoc.*	*Asst.*	*Profs*[1] *Ungraded*	*Lects.*	*All Ranks*	*Number Reported*
Canada as a whole	$12,150	$10,019	$7,928	$6,458	$4,909	$5,144	$7,136	4,803
Field								
Faculty Administration	12,150	[2]	[2]	—	—	—	12,000	142
Humanities	—	9,875	7,689	6,276	4,450	4,900	6,495	942
Social Science	—	9,899	7,899	6,397	5,722	5,221	6,885	1,169
Biological Sciences	—	10,477	8,125	6,659	[2]	5,295	7,711	1,071
Physical Sciences	—	9,826	7,917	6,470	4,682	5,188	7,129	1,479
Region								
Atlantic Provinces	9,000	8,211	6,383	5,553	3,611	4,270	5,923	508
Quebec	10,700	8,906	7,415	5,996	5,325	4,622	6,756	1,027
Ontario	14,444	11,152	8,456	6,647	[2]	5,364	7,420	1,826
Western Provinces	12,433	10,000	8,135	6,650	—	5,285	7,558	1,442
Size (full-time enrolment)								
5000 or more students	14,125	11,071	8,343	6,698	[2]	5,249	7,564	1,941
2000 - 4999	10,875	9,908	7,899	6,475	—	5,289	7,460	1,396
1000 - 1999	10,875	8,864	6,900	5,772	—	4,531	6,588	577
500 - 999	7,833	9,017	7,435	6,337	5,656	4,786	6,438	562
Under - 500	[2]	8,867	7,125	6,041	4,100	5,229	6,246	327

[1]Number Reported only 82.

[2]Median not calculated. Number too small.

[3]The full report — "Salaries and Qualifications of Teachers in Universities and Colleges, 1958-59", will be issued by D.B.S. in about three months.

AWARDS FOR GRADUATE STUDY & RESEARCH

D.B.S. has just released a 227 page publication *Awards for Graduate Study and Research, 1959,* which should be of interest to all teachers. It is priced at $1.50 and may be ordered from the Publication Distribution Section, Dominion Bureau of Statistics, Ottawa, with the remittance being made payable to the Receiver General of Canada. Information is given on nearly 1,200 groups of graduate awards from over 30 countries.

ENROLMENT IN CANADA'S UNIVERSITIES AND COLLEGES AT RECORD HIGH IN 1958-59

By university, the largest enrolments (including students at affiliated colleges) were: University of Toronto, 12,289; Université de Montréal, 11,254; University of British Columbia, 10,326; Université Laval, 8,360; McGill University, 6,796; University of Manitoba, 5,202; and the University of Alberta, 5,183.

The table following shows, by province, the highest full-time university-grade enrolment in Canada together with current figures.

Province	*Highest enrolment prior to 1958-59*		*Estimate for 1958-59 (1)*
	Academic year	*Enrolment*	
Newfoundland	1957-58	1,020 (2)	1,080
Prince Edward Island	1957-58	350 (2)	420
Nova Scotia	1957-58	4,800 (2)	5,000
New Brunswick	1957-58	3,130 (2)	3,400
Quebec	1957-58	28,500 (2)	31,000
Ontario	1947-48	29,397	27,800
Manitoba	1946-47	6,515	5,300
Saskatchewan	1947-48	4,764	4,480
Alberta	1947-48	4,658	5,350
British Columbia	1947-48	9,627	10,570
Canada	1957-58	86,500 (2)	94,400

[1]Estimated final total for all institutions.
[2]Estimated at December 1 of the year noted.
DBS Daily Bulletin, Jan. 15, 1959.

NEWS ITEMS

Commonwealth Association of University Teachers

At its meeting in Edmonton in June, 1958, the C.A.U.T. agreed to join other associations of university teachers in the Commonwealth in a Commonwealth Association of University Teachers. This body will act as liaison among the various associations in promoting matters of common interest, and contact will be maintained by correspondence rather than by periodic meetings. The initial members of the Commonwealth Association of University Teachers are Canada, the United Kingdom, and New Zealand. A number of others are expected to join shortly. The Canadian members of the Executive Council of the Commonwealth Association are Messrs. F. Carrothers (U.B.C.), M. S. Donnelly (Manitoba), and J. R. Mallory (McGill).

LETTERS TO THE EDITOR

January 5th, 1959

F. S. Howes, Esq., Editor-in-Chief,
The C.A.U.T. Bulletin,

Dear Sir:

I have been directed by members of our local association to express to you our concern over a matter touching the basic principles of the C.A.U.T. We are strongly of the opinion that in your lead editorial of the C.A.U.T. Bulletin for December, 1958, the tone of your last sentence runs contrary to the objectives and character of our national association.

We acknowledge that we must stand firm in making the point that there will be a national shortage of teachers if salaries remain inadequate, and that the universities will, as a result, experience genuine difficulty in obtaining qualified staff. But the implied threat and the implied approval of both the narrow outlook and the methods of a John L. Lewis are things we cannot accept. Your sentence, in fact, suggests to us that you consider the master-servant relationship a valid analogy for the academic community; whereas we believe that such an attitude not only should be, but is, diametrically opposed to the whole program of the C.A.U.T.

Yours truly,

J. W. McCubbin, President,
Bishop's Association of University Teachers.

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Professor Sir Brian Matthews,
Physiological Laboratory, University of Cambridge.

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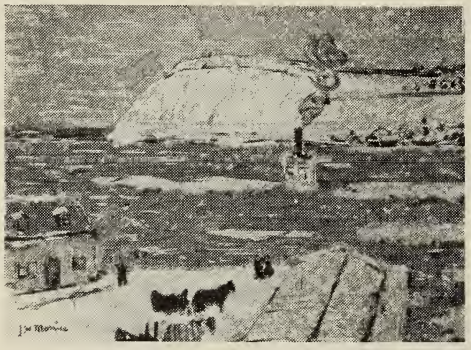

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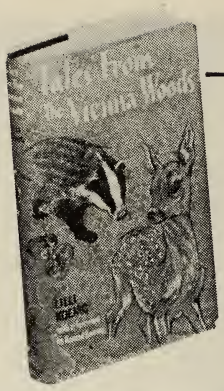

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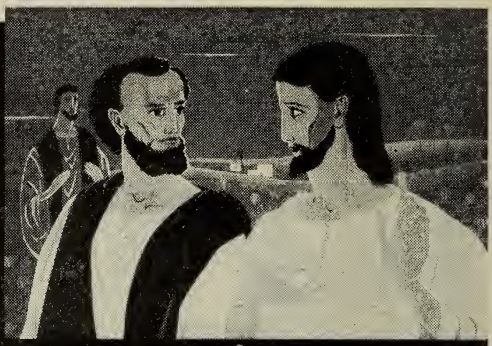

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